

SOME COMPARISONS OF AN EFFECTIVE SCHOOL  
WITH A LESS EFFECTIVE SCHOOL

A THESIS  
SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION,  
ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF  
EDUCATION SPECIALIST

BY  
IRVIN E. BRYANT

ATLANTA UNIVERSITY  
ATLANTA, GEORGIA  
MAY, 1985

*R. VI T. 76*

## TABLE OF CONTENTS

ABSTRACT . . . . .	iv
LIST OF TABLES . . . . .	v
LIST OF FIGURES . . . . .	vi
Chapter	
I. INTRODUCTION . . . . .	1
Background of the Problem . . . . .	2
Theoretical Framework . . . . .	6
Research Problem . . . . .	14
Research Questions . . . . .	14
Significance of the Study . . . . .	14
Limitations . . . . .	15
II. REVIEW OF THE LITERATURE . . . . .	17
Principal's Impact on Teacher Morale . . . . .	17
Leadership Style of Effective Principals . . . . .	20
Principal's Impact on the Outcome of Schooling . . . . .	25
Factors Related to Effective Schools . . . . .	31
Characteristics of an Effective School . . . . .	34
Summary . . . . .	40
III. RESEARCH METHODOLOGY . . . . .	43
Design . . . . .	43
Hypotheses to be Tested . . . . .	43
Definition of Terms . . . . .	44
Population . . . . .	46
Instrumentation . . . . .	48
Data Collection . . . . .	48
Statistical Analysis . . . . .	49
IV. ANALYSIS OF THE DATA . . . . .	50
Summary . . . . .	57



TABLE OF CONTENTS--Continued

V. SUMMARY, FINDINGS, AND CONCLUSIONS . . . . .	59
Findings . . . . .	59
Recommendations for Improvement of the Less Effective School--Some Practical Suggestions . . . . .	60
Suggested Ways for Principal Training . . . . .	60
Conclusions . . . . .	63
Implications . . . . .	64
Recommendations for Further Study . . . . .	64
Summary . . . . .	65
APPENDIX . . . . .	66
BIBLIOGRAPHY . . . . .	73

## ABSTRACT

### SOME COMPARISONS OF AN EFFECTIVE SCHOOL WITH A LESS EFFECTIVE SCHOOL

Public school education is under serious criticism about not meeting the needs of the students, community and society. This study is to determine the key differences between an effective and a less effective school.

The study employed the descriptive methodology. A questionnaire was developed from information received by personal interviews with the teachers. One effective and one less effective school were used to investigate the differences on the following variables: Parental Involvement, Goal Accomplishment, Teacher Morale, Subordinates' Cooperation, Principal and Student Performance, Special Programs, and Principal's Interaction with Teachers. The differences were determined by comparing the data on the perception of teachers employed by each of the schools. The data were tested to determine whether a difference existed between the effective school and the less effective school.

Significant differences were found between the two schools on the following factors: Parental Involvement,

Goal Accomplishment, Teacher's Morale, Subordinates' Cooperation, Principal's Expectation of Student Achievement, and Special Programs. There was no significant difference in principal's Interaction with Teachers.

## LIST OF TABLES

### Table

1.	Parental Involvement . . . . .	51
2.	Goal Accomplishment . . . . .	52
3.	Teacher Morale . . . . .	53
4.	Subordinates' Cooperation . . . . .	54
5.	Principal's Expectation of Students . . . . .	55
6.	Special Programs . . . . .	56
7.	Principal's Interaction with Teachers . . . . .	57

## LIST OF FIGURES

### Figure

- |    |                           |    |
|----|---------------------------|----|
| 1. | Managerial Grid . . . . . | 61 |
| 2. | Managerial Grid . . . . . | 62 |

## CHAPTER I

### INTRODUCTION TO THE STUDY

Schools really can make a difference in the achievement levels of students. And the key factor in making good schools work is the "principal principle." After reviewing hundreds of research studies and talking to researchers, journalists, and educators, those were two of the main conclusions of the editors of Education USA in their new report, Good Schools: What Makes Them Work.

The report cites several research studies that have examined schools that work . . . with children from all economic and social backgrounds. In each case, strong administrative leadership from the principal was determined to be a major factor in the student's success.

Principals of effective schools are strong instructional leaders who know how to manage time and people efficiently and effectively. "The report cites one study of effective principals who reported that they delegated authority and concentrated on priority goals in order to be able to devote time to instruction."<sup>1</sup>

---

<sup>1</sup>NAESP Communicator, National Association of Elementary School Principals, Vol. IV, No. 15, April 15, 1981.

Second, effective schools set as their main goal the acquisition of basic skills. If necessary, school energy and resources are diverted away from other business in order to help students achieve in basic areas.

Third, effective principals have high expectations of all students. They can communicate those expectations to students and teachers, and they enlist the support of others in meeting common goals.

Finally, effective principals have a clear sense of purpose. As Mattelia Gray, one of the principals quoted in the study, notes, "A school is only as good as the person at the helm, a person who knows where to go and how to get there. I love what I'm doing, but I can only lead where I'm willing to go."

#### Background of the Problem

The principal is one of the keys to a good school. The quality of a good educational program depends on the cooperation and support of the school principal. He is one of the most important reasons why teachers grow or are stifled on the job. Show me a good school and I'll show you a good principal, a good faculty, a good student body, and a good staff.

Education Secretary, Terrel Bell, states, "Principals are about the most important people around when it comes to generating the changes needed in elementary education." He goes on to say that, "Elementary principals' decisions about

how their school is run and what it offers in the name of education can permanently alter for better or worse the attitude of teachers toward teaching and that of students toward learning."<sup>1</sup>

In the wake of rapidly accumulating evidence about the nature of effective instruction and effective schools has come the inevitable curiosity about how such schools are created. How are demonstrably effective practices initiated, strengthened and sustained over time? How do faculties come to share a belief that children can learn, even under difficult circumstances and to adopt perspectives and habits adequate to the continuous improvement of instruction?

A search for answers to these questions leads one a merry chase through literature on organizational change, the implementation of innovations, staff development, and administrative leadership. That chase reveals one theme that school improvement literature has in common with studies of effective schools--both highlight the role of the building principal in influencing the instructional choices of teachers. In judging the relative success or failure of school ventures, teachers and others are likely to attribute the outcome in large part to the stance assumed by the

---

<sup>1</sup>David R. Farley, "Principal Effectiveness: It's No Mystery," Principal 62 (September 1982): 48.



principal. Much of the current research and numerous training efforts derive from a persistent belief in the ability of the principal to make a difference to students' academic performance and life prospects, group relationships and cross-group equity, teachers' classroom practices and satisfaction, community support, and other valued aims.<sup>1</sup>

On the whole, the strength of this prevailing belief has far outstripped the strength of the evidence invoked to support it. The glimpses of principals at work--and especially, principals at work to influence the quality and consequences of instruction have been at the same time painfully rare and powerfully compelling. Strong images (principals as "keys", "gatekeepers", "catalysts" and the like) are only now being matched by the part of detailed description that will lend guidance to subsequent research and to programs of training and support. Putting the contrast more bluntly, Michael Fullan observes that "twenty years of meaningless generalities" are now being supported--and sometimes challenged--by detailed research. The state of that research does not yet permit a report of consistent, coherent, and systemic findings on the principal's role in school effectiveness. It does, however, permit us to note insights that have emerged from recent work and to credit work in progress.<sup>2</sup>

---

<sup>1</sup>Judith W. Little, "The Effective Principal," American Education 18 (August-September 1982): 38.

<sup>2</sup>Ibid.

In research recently reported and in other work only now underway, gains of three sorts have been registered. First, there have been substantial advances in understanding the school as a work place, unraveling the multiple role-relationships in which principals participate, and the diverse, sometimes competing, demands and expectations to which they must attend. For example, principals who make an effort to improve teacher or school effectiveness may have to juggle simultaneously teachers' demands for autonomy, central office commitment to specific programs, and parental pressure for rapid and visible gains in basic skills. Secondly, these studies have been designed to bring conceptual clarity and empirical depth, richness, and specificity to questions that have rested for many years on a broad level of abstraction. And finally, some of this research has been explicitly designed to establish the link between principals' views or actions and school effectiveness. Educators looking for guidance from recent research and work now in progress will have to distinguish those works aimed at producing a full description of the principal's role as it is practiced under a range of circumstances from those studies aimed at exploring the influence of the principal only on school effectiveness or school improvement.

---

<sup>1</sup>Gordon J. Klopff, Ethel Scheldon, and Kevin Brennan, "The Essentials of Effectiveness: A Job Description for Principals," Principal 61 (March 1982): 35.

### Theoretical Framework

What do principals, who are chiefs of sorts, look to? What are the indicators of effective principaling? What should a principal do in order to be effective? Are there certain personal qualities that are associated with effectiveness? While principals may ask these questions no more often than other members of our success-oriented society, the answers come harder for them. The questions are important to the mental health of practicing principals, but that is not the only reason the questions are significant. They are asked by every school official who selects principals, by those who train principals, by principals' professional associations, and by accountability-conscious legislators. They are questions that will not go away.<sup>1</sup>

Few people who are closely associated with schools lack opinions about principal effectiveness. Even principals themselves develop definitions of success to guide their everyday work.

Researchers, meanwhile, suspicious of subjective opinions, have also been studying the issue. Armed with an objective perspective and the tools of behavioral science, they have done many studies on principal effectiveness over the past two decades. The studies have produced some

---

<sup>1</sup>Ray Cross, "What Makes an Effective Principal?," Principal 49 (March 1981): 20.

interesting and useful findings, but they do not suggest what a principal should do next Tuesday to be effective.

Whether school attributes are sufficient criteria of principal effectiveness or whether student achievement is the necessary criterion is an important question. People who believe that school attributes sufficiently represent the principal's effect on student achievement view the principal's role like that of a hospital administrator. People who think student outcomes are the most important sign of a principal's effectiveness see principals more as professional baseball team managers.<sup>1</sup>

A hospital administrator's influence on a patient's comfort and recovery is insignificant compared to the importance of health care professionals and the state of medical science. In this role analogue, the principal has little influence on student outcomes in comparison with the impact of teacher skill, student background, and the state of educational science--factors that principals have little control over. Thus, the principal's role is one of coordinating people and resources and keeping the organization functioning well. The viewpoint emphasizes effectiveness criteria, such as teacher morale, school climate, operating efficiency, and quality of public relations. It doesn't propose that the principal can't make any contribution to student learning; rather it assumes that the principal

---

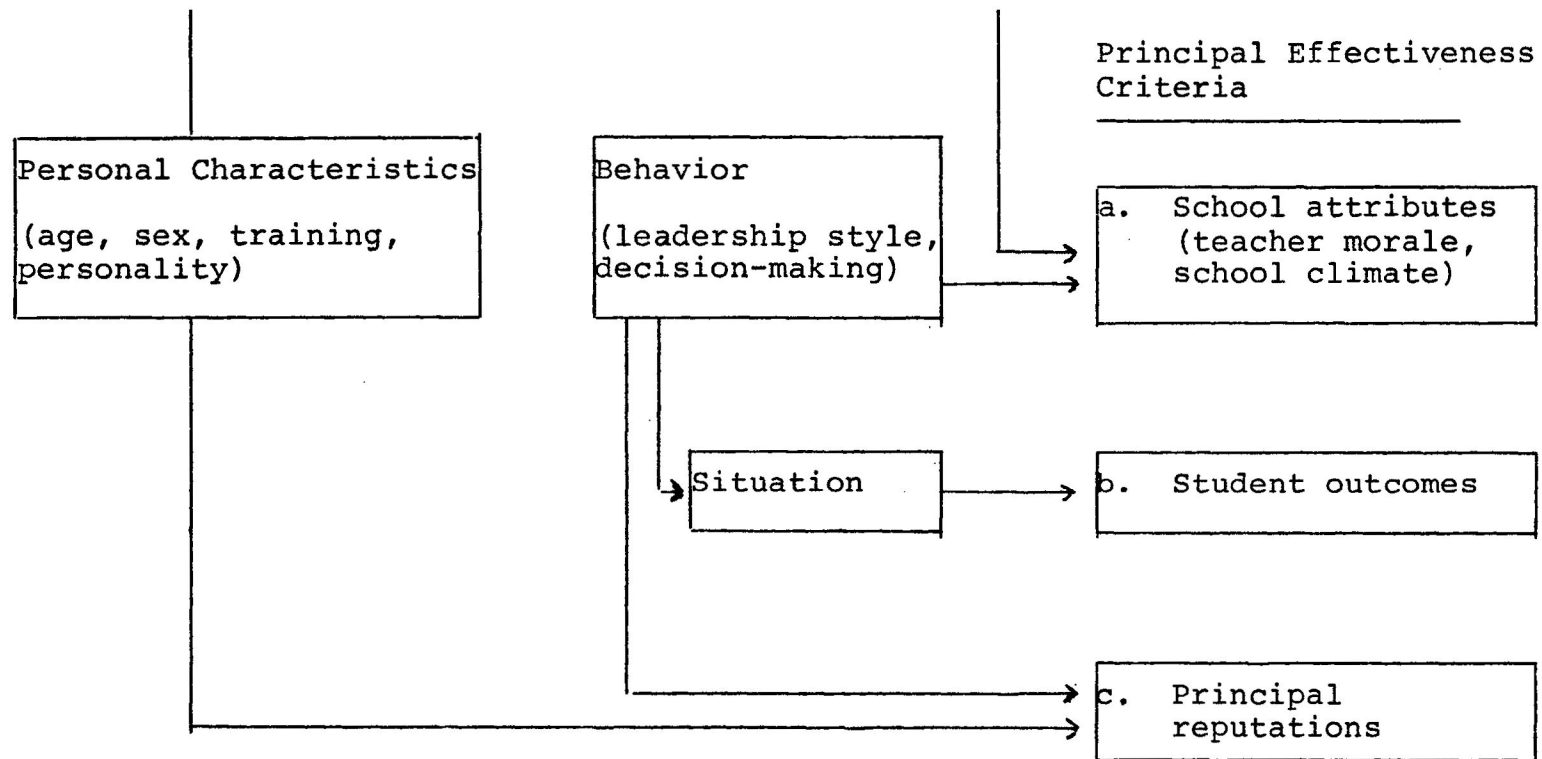
<sup>1</sup>Ibid., p. 21.

provides necessary but not sufficient conditions for learning to occur, and that, beyond a certain threshold, variations in those conditions have little influence on student achievement.

The "principal as professional baseball team manager" theory, on the other hand, suggests that the principal knows and manipulates the kinds of teacher performance and school programs that promote student achievement, just as a baseball team manager knows what kinds of player performances and game strategies are needed to win games. Under this analogy, the principal's effectiveness is judged on the basis of student outcomes; a baseball team manager's effectiveness is evaluated on the teams win-loss record. Without the team manager analogy, school attributes, such as teacher morale and school climate, are only important to the extent that they relate to student outcomes--not as ends in themselves. If certain school attributes have no relationship to student outcomes, then principals should search for attributes that they can control and that are related to students' outcomes.<sup>1</sup> The research studies examined a set of assumed relationships, depicted by the following diagram, among principal characteristics, principal behavior, and three types of effectiveness criteria--school attributes, student outcomes, and principal reputation. The arrows indicate the hypothetical relationships examined, suggesting that certain principal characteristics predict certain behaviors, which are associated with certain school attributes,

---

<sup>1</sup>Ibid., p. 21.



which are related to outcomes. The schema also recognizes studies that investigated the influence of situations and those that employ principal reputation as a criterion.

An integrated body of conjecture by students of leadership, referred to as the "Path-Goal Theory of Leadership" has emerged. According to this theory, leaders are effective because of their impact on subordinates' motivation, ability to perform effectively and satisfactions. The theory is called Path-Goal because its major concern is how the leader influences the subordinates' perceptions of their work goals, personal goals and paths to goal attainment. The theory suggests that a leader's behavior is motivating or satisfying to the degree that the behavior increases subordinate goal attainment and clarifies the paths to these goals.

The Path-Goal approach has its roots in a more general motivational theory called expectancy theory. Briefly expectancy theory states that an individual's attitudes (e.g., satisfaction with supervision or job satisfaction) or behavior (e.g., leader behavior or job effort) can be predicted from: (1) the degree to which the job, or behavior, is seen as leading to various outcomes (expectancy), and (2) the evaluation of these outcomes (valences). Thus, people are satisfied with their job if they think it leads to things that are highly valued, and they work hard if they believe that effort leads to things that are highly valued.

This type of theoretical rationale can be used to predict a variety of phenomena related to leadership, such as why leaders behave the way they do, or how leader behavior influences subordinate motivation.<sup>1</sup>

The implication for leadership is that subordinates are motivated by leader behavior to the extent that this behavior influences expectancies (e.g., goal paths and valences), (e.g., goal attractiveness).

Several writers have advanced specific hypotheses concerning how the leader affects the paths and the goals of subordinates. These writers focused on two issues: (1) how the leader affects subordinates' expectations that effects will lead to effective performance and valued rewards, and (2) how this expectation affects motivation to work hard and perform well.

The initial theoretical work by Evans asserts that leaders will be effective by rewards available to subordinates and by making these contingent on the subordinate's accomplishment of specific goals. Evans argued that one of the strategic functions of the leader is to clarify for subordinates the kind of behavior that leads to goal accomplishment and valued rewards. This function might be referred to as path clarification. Evans also argued that leader increases the rewards available to subordinates by

---

<sup>1</sup>Walter E. Natemeyer, Classic of Organizational Behavior (Oak Park, Illinois: Moore Publishing Company, Inc., 1978), p. 227.



being supportive toward subordinates (i.e., by being concerned about their status, welfare and comfort). Leader supportiveness is in itself a reward that the leader has at his or her disposal, and the judicious use of this reward increases the motivation of subordinates.

Evans studied the relationship between the behavior of leaders and the subordinates' expectations that effort leads to rewards and also studied the resulting impact on ratings of the subordinates' performance. He found that when subordinates viewed leaders as being supportive (considerate of their needs) and when these superiors provided directions and guidance to the subordinates, there was a positive relationship between leader behavior and subordinates' performance ratings.<sup>1</sup>

Stimulated by this line of reasoning, House, and House and Dessler advanced a more complex theory of the effects of leader behavior on the motivation of subordinates. The theory intends to explain the effects of four specific kinds of leader behavior on the following three subordinate attitudes or expectations: (1) the satisfaction of subordinates, (2) the subordinates' acceptance of the leader, and (3) the expectations of subordinates that effort will result in effective performance and that effective performance is the path to rewards. The four kinds of

---

<sup>1</sup>Ibid., p. 227.

leader behavior included in the theory are: (1) directive leadership, (2) supportive leadership, (3) participative leadership, and (4) achievement-oriented leadership.

Directive leadership is characterized by a leader who lets subordinates know what is expected of them, gives specific guidance as to what should be done and how it should be done, makes his or her part in the group understood, schedules work to be done, maintains definite standards of performance and asks the group members to follow standard rules and regulations. Supportive leadership is characterized by a friendly and approachable leader who shows concern for the status, well-being and needs of subordinates. Such a leader does little things to make the work more pleasant, treats members equal and is friendly and approachable. Participative leadership is characterized by a leader who consults with subordinates, solicits their suggestions and takes these suggestions seriously into consideration before making a decision. An achievement-oriented leader sets challenging goals, expects subordinates to perform at their highest level, continuously seeks improvement in performance and shows a high degree of confidence that the subordinates will assume responsibility, put forth effort and accomplish challenging goals. This kind of leader constantly emphasizes excellence in performance and simultaneously displays confidence that subordinates will meet high standards of excellence.<sup>1</sup>

---

<sup>1</sup>Ibid., p. 228.

### The Research Problem

If effectiveness is measured in terms of students' achievement and if one high and one low achieving school are selected and examined, they would differ in terms of parental involvement, goal accomplishment, teacher morale, subordinates' cooperation, principals' expectations of students, special programs, and principals' interaction with teachers. This concept served as the basis of the problem investigated in this study.

### Research Questions

Seven basic questions served as the reference framework in the study:

1. Would an effective school differ from a less effective school on parental involvement?
2. Would an effective school differ from a less effective school on goal accomplishment?
3. Would an effective school differ from a less effective school on teacher morale?
4. Would an effective school differ from a less effective school on subordinates' cooperation?
5. Would an effective school differ from a less effective school on principal's expectations of students?
6. Would an effective school differ from a less effective school on special programs?
7. Would an effective school differ from a less effective school on principal's interaction with teachers?

### Significance of the Study

Public school education is under serious criticism about not meeting the needs of the students, community and

society. This is a descriptive study to determine the key differences between an effective and a less effective school. The significance lies in the importance for further research.

The study will provide useful information on whether:

1. Parental involvement in the effective school differs from that in the less effective school.
2. Goal accomplishment in the effective school differs from that in the less effective school.
3. Teacher morale in the effective school differs from that in the less effective school.
4. Subordinates' cooperation in the effective school differs from that in the less effective school.
5. Principal expectations in the effective school differs from that in the less effective school.
6. Special programs in the effective school differs from those in the less effective school.
7. Principal's interaction with teachers in the effective school differs from that in the less effective school.

The factors which are related to the effective school could be further investigated in a large study and with more sophisticated instruments to determine validity and reliability.

#### Limitations

The research is subjected to certain limitations. The limiting influences include:

1. The accuracy of the data is dependent on the perception of the respondents.
2. The participants in the study may not represent the population as a whole.
3. The study cannot establish cause/effect.
4. The questionnaire was pretested in the same schools and hence, is of limited validity and reliability.

## CHAPTER II

### REVIEW OF RELATED LITERATURE AND RESEARCH

Many studies have been designed to study the principal's impact on teacher morale and the outcome of schooling. The principal is the key to an effective school. There are many other factors to be considered, but the principal certainly makes a difference in the operation of an effective school.

Presented in this chapter is a selection of literature related to the problem. This literature is reviewed under five areas:

1. Principal's impact on teacher morale
2. Leadership style of effective principals
3. Principal's impact on the outcome of schooling.
4. Factors related to effective schools
5. Characteristics of an effective school

#### Principal's Impact on Teacher Morale

Alfred (1980) determined the relationship between teacher morale and the administrative leadership style of the principal. This study also determined if significant relationships existed between teacher morale and the teacher's perception of the principal's administrative leadership style.

The Purdue Teacher Opinionnaire consisted of one hundred statements designed to measure the teacher morale from the teacher's responses. The Leader Behavior Description Questionnaire consisted of forty statements that were designed to interpret the respondent's perception of the principal's style of leadership.

The findings included the following: (1) there is a significant positive relationship between teacher morale and the teacher's perception of the principal's leadership style; (2) there is a significant positive relationship between teacher morale and the age of the teacher; (3) there is a significant positive relationship between how a teacher perceives the principal's leadership style and the teacher's age; (4) there is not a significant relationship between teacher morale and sex of the teacher; (5) there is a significant negative relationship between how a teacher perceives the principal's leadership style and the teacher's sex; (6) there is not a significant relationship between teacher morale and the educational level of the teacher; (7) there is not a significant relationship between how the teacher perceives the principal's leadership style and the educational level of the teacher; (8) there is a significant positive relationship between teacher morale and the teacher's length of service; (9) there is not a significant relationship between how the teacher perceives the

principal's leadership style and the teacher's length of service.<sup>1</sup>

Senigaur (1981) investigated the impact of the teacher's perception of the principal's leadership behavior and faculty morale on student achievement (language, reading, and math). It was the intent to identify those factors of the principal's leadership behavior, as perceived by the teachers, and teacher morale that impact significantly on student achievement.

The Leader Behavior Description Questionnaire (LBDQ) was administered to sixty-five elementary teachers in the Port Neches independent school district. Teachers in the population had at least one year's teaching experience and one or more years of supervision from the principals whose leadership behavior they were describing.

Contrary to what was hypothesized, no significant, positive impacts were found between the teacher's perception of the principal's leadership behavior, faculty morale and students; achievement (language, reading, and mathematics).<sup>2</sup>

Bhella (1982) determined the degree of relationships between the administrative dimensions and the morale dimensions.

---

<sup>1</sup>Clifton D. Alfred, "The Relationship Between Teacher Morale and the Principal's Administrative Leadership Style," Dissertation Abstracts International 41 (February 1981).

<sup>2</sup>Edward Senigaur, "The Teacher's Perception of the Principal's Leadership Behavior and Faculty Morale: Their Impact on Student Achievement," Dissertation Abstract International 41 (April 1981).



A stratified random sampling technique was used to select 132 teachers from ten rural high schools in the state of Oregon. The results are based on 126 returns, ninety male and thirty-six female respondents. The Principal Leadership Style Questionnaire (PLSQ) was used to measure two dimensions of administrative behavior. The Purdue Teacher Questionnaire (PTQ) was used to measure ten factors of the teachers' morale. The null hypotheses which guided the study was that there was no significant relationship between perceptions of administrative behavior and teacher morale. All hypotheses were tested at the .05 level of confidence.

The results indicated that most of the administrators seemed to have the managerial orientation of "6, 7" or "7, 8" style of leadership described by Blake and Mouton. This means that most of the administrators seemed to have above average skills in handling production through people. They have the ability to create comfortable, friendly atmospheres, maintain morale of the teachers to get institutional goals accomplished without too much concern for production.<sup>1</sup>

#### Leadership Style of Effective Principals

Cormell (1979) investigated the leadership style or styles of effective principals in California, in order to

---

<sup>1</sup>Surjit K. Bhella, "Principal's Leadership Style: Does It Affect Teacher Morale?" Education 102 (Summer 1982): 369-376.

determine what primary leadership styles were critical to effective leadership.

Effective principals were selected through a survey of the one hundred largest school districts in California. The superintendents and three of their assistants were asked to name the most effective principal for each group of twenty-five schools in the districts, using leader effectiveness as the extent to which the leader influences his followers to achieve group objectives.

Fifty-seven school districts nominated 119 effective principals who participated in the study. Each principal completed the Leader Effectiveness and Adaptability Description (LEAD) instrument. Analysis of the data resulted in some significant findings. There was not one leadership style which was used exclusively by effective principals. Sixty of the 199 principals used no dominant style of leadership at all, thirty-two principals used the leadership style of high task/low relationship, and ten used the style of low/task high relationship for their dominant style of leadership. Principals who used a dominant style of leadership used one or more of the other leadership styles to support their leader behavior.

Male and female principal's did not differ in their leadership styles nor did elementary or secondary principals differ in their leadership style.<sup>1</sup>

---

<sup>1</sup>Margaret A.S. Cormell, "Leadership Styles of Effective Principals," Dissertation Abstracts International 41 (February 1981).

Mize (1980) extended the studies on effective principals by examining principal behavior, and asking which principal activities lead to the conclusion that principals really are the key to effective schools. In addition to examining the definition of an effective principal, he examined whether principals with those desired characteristics affect student achievement.

The sample consisted of four pairs of schools matched on four background factors. Within each of the pairs, one school was characterized by sixth-grade achievement scores exceeding the scores predicted for those students on the basis of the four background factors, while the second school was one with sixth-grade achievement far below an equivalent expectation.

The finding indicated that principals in the higher achieving schools manifested clear and definable differences from their counterparts in lower-achieving schools in most of the behavioral areas studied. The study demonstrated that a successful principal (1) is a strong dominant leader; (2) takes initiative in administering the school and working with parents and teachers; (3) is involved with and interested in a wide range of activities at the school; (4) is highly regarded by teachers at the school; (5) can organize and mobilize the skills and efforts of the teachers; (6) defines his role as an organizer and integrator of

activities; (7) provides teachers with new ideas; and (8) is ultimately in control of every facet of the school's operation.<sup>1</sup>

Coulson (1976) gathered and provided to school principals empirical evidence concerning specific behavior which would help create a climate for productive change and increased innovation within the classroom environment. The study gathered data involving three major areas: (1) principal's behavior as perceived by teacher; (2) cognitive structures of principals in relation to work; (3) number of innovations taking place within a given building.

A Teacher Perception of Principal's Behavior Questionnaire and a Work Motivation Inventory were administered to fifteen selected secondary schools in western Oregon. Those selected to participate in the study were high schools with combinations of grades nine through twelve. All schools had populations between 750 and 1500 students. These schools had also maintained less than a 10 percent turnover in staff for the year previous to the study.

All five behaviors are significant at the .01 level in relation to category one and four (categories - high teacher perception/high innovation, low teacher perception/low innovation): (1) those principals in category one with high innovation also were high in belonging needs and low in

---

<sup>1</sup>Rita S. Mize, "The Effects of Principal Behavior on Teacher Performance in High-Achieving and Low-Achieving Schools", Dissertation Abstract International 40 (September 1980).

ego-status needs with high self-actualization need scores; (2) all principals had belonging need scores on or above the mean of the 900 people used to develop the norms for the Work Motivation Inventory; (3) the majority of principals having low innovation scores also had low public encouragement and low communication scores; and (4) no significant patterns of cognitive structures emerged from the fifteen principals used in the study.<sup>1</sup>

Dempsey (1972) identified and described patterns of effective administrative behavior and patterns of ineffective administrative behavior of elementary school principals.

A mailed questionnaire was employed to elicit responses from 296 of the 1,088 classroom teachers in Virginia who were contacted. The questionnaire included a statement of aim for the elementary principal. Respondents were requested to recount in detail one or more extremely ineffective actions and one or more extremely effective actions displayed by an elementary school principal. The respondents were asked to use the statement of aim as a frame of reference.

The most frequently reported effects of the actions which supported the patterns of effective behavior were as follows: (1) the instructional program improved; (2) teacher morale improved; (3) teachers believed they were more secure than formerly; and (4) student morale improved.

---

<sup>1</sup>James W. Coulson, "A Study of the Effect of the Principal's Behavior on Classroom Teaching Innovations," Dissertation Abstract International 38 (March 1978).

The most frequently reported effects of the actions which supported the patterns of ineffective behavior were as follows: (1) low teacher morale appeared; (2) poor discipline in the school continued; (3) instructional effectiveness decreased; and (4) teachers resented the principals.<sup>1</sup>

#### Principal's Impact on the Outcome of Schooling

Johnson (1978) determined, (1) whether or not the principal has an impact on the outcomes of schooling manifested by pupils, and (2) the nature of the role of the principal in influencing cognitive and affective outcomes manifested by pupils.

The study reanalyzed a set of data collected in the 1975-76 school year for use by three projects of the Wisconsin Research and Development Center. From a national sample of forty-one IGE schools, a subsample of twenty-eight principals was generated for use in the study. Average school scores were used as the unit of analysis.

The results showed that principals do make a difference in the "production" of student outcomes. The conclusion was based on the following findings.

1. Subscales of principal leadership, utilization of time, and achievement in reading and mathematics.

---

<sup>1</sup>Charles N. Dempsey, "Patterns of Effective and Ineffective Behavior of Elementary School Principals as Perceived by a Selected Group of Classroom Teachers in Virginia," Dissertation Abstract International 36 (March 1975).

2. Subscales of principal leadership, utilization of time, and background variables were significantly related to subscales of student self-concept (Self-Observation Scales).
3. The variables most important in the "production" of student achievement in reading and mathematics included "participation in an IGE workshop", "sex" and "goal emphasis".
4. The variables most important in the "production of student self-concept" included "number of professional organizational meetings attended", "membership on district committees", "total noninstructional time", "interaction facilitation", and "goal emphasis".<sup>1</sup>

Lewis (1983) determined the relationship between principals' leadership style as perceived by their teachers and standardized achievement test scores of students from low-income families. In addition, the relationship between standardized achievement test scores of students from low-income families and their respective schools' total percentage of, (1) low-income student population, (2) student mobility, and (3) student attendance were investigated in the study.

The sample was limited to twenty-nine Charlotte-Mecklenburg principals who had been the principal of that school for at least the previous three years. Sample students were limited to 478 third graders who were eligible for "free" or "reduced price" meals and had been in the school at least three years.

---

<sup>1</sup>Helen M.W. Johnson, "Do Principals Make a Difference: The Relationship Between Principal-Related Variables and Student Outcomes in IGE Schools," Dissertation Abstract International 38 (July 1978).

The results of the research indicated that low-income pupils' cognitive gains were significantly related to the following elements of principals' leadership: (1) total leadership effectiveness; (2) frequency of high relationship behavior; and (3) effectiveness of high task behavior. None of the other variables were significantly related to student achievement. Results also indicated principals' predominant influence on student achievement was through affecting teacher behavior.<sup>1</sup>

Graham (1982) determined if a significant relationship existed between student achievement, as measured by the California Achievement Test, and the amount of time principals allocate to instructional leadership, as measured by the National Task-Time Survey.

The population studied consisted of sixty-eight elementary principals and 6,321 fourth-grade students taken from a random sample of Mississippi schools. Thirty-five of the principals were from districts having an appointed superintendent and thirty-three were from districts having an elected superintendent.

The following findings were reached regarding the relationship between student achievement, principals' allocation in instructional leadership time, and selected

---

<sup>1</sup>Laird W. Lewis, "Relationship Between Principals' Leadership Style and Achievement Scores on Third Grade Students from Low Income Families," Dissertation Abstract International 42 (January 1983).



administrative and organizational variables: (1) there was no significant relationship between achievement and principal's allocation of instructional leadership time; (2) principals with larger faculties spent more time in instructional leadership roles; (3) principals from districts in which the superintendent was appointed allocated significantly more time to instructional and community relations than principals from districts in which the superintendent was elected; (4) principals with high levels of administrative training allocated a significantly greater amount of time to instructional leadership roles than principals with less administrative training; (5) the length of administrative experience was not a significant factor in the amount of time principals allocated to instructional leadership roles.<sup>1</sup>

McClinton (1980) determined if the leader style of the public elementary principal was a factor in achievement scores of fifth-grade students. Data from sixteen Iowa public elementary school principals were computed to determine if any significant correlations existed.

Data were presented that contained the perceptions of public elementary teachers about their respective principals. Data were presented that contained student achievement scores for each principal. The data were tested to determine

---

<sup>1</sup>William H. Graham, "The Relationship Between Student Achievement and Principals' Time-on-Task In Instructional Leadership Roles," Dissertation Abstract International 42 (June 1982).

if any significant correlations existed between leader style and student performance.

Significant negative correlations were found between the factors advancement opportunity and language skills and advancement opportunity and work study skills. The significant correlations were found for the leader style and student performance variable.<sup>1</sup>

Weber (1971) tested the hypothesis that schools can make a difference. To find schools for the study of successful urban schools, he asked for nominations from reading specialists, school officials, and publishers. He accepted nominations for a year and received ninety-five. After visitation, validity checks, and testing had been completed, four schools remained - two in Manhattan, one in Kansas City, and one in Los Angeles.

He visited each of the schools, administered additional achievement tests, and interviewed and observed principals and staff. The report contains case studies of each of the four successful schools.

1. Strong leadership - All four schools had a clearly identified instructional leader. In three cases these individuals were principals; in one case, the superintendent. In all four cases these persons led the beginning reading program.

---

<sup>1</sup>Thomas J. McClinton, "Correlation Between Principal Leader Styles and Student Performance," Dissertation Abstract International 40 (June 1980).

2. High expectations - All had high expectations of inner-city children. He believed that this accounted in part for their students' high level of achievement.
3. Orderly climate - School climate was characterized by order, a sense of purpose, relative quiet, and pleasure in learning.
4. Stress on reading - Strong emphasis was placed on reading. Reading was the first concern in the primary grades.<sup>1</sup>

Jones (1979) determined whether the leadership style of the principal, congruency between the real and ideal principal behaviors as perceived by teachers, and length of student attendance at a particular building were related to three specific areas of the elementary pupil's school life: (1) attitudes; (2) achievement in reading; and (3) achievement in mathematics.

The investigation was based on the responses of 220 teachers and 392 students from ten elementary schools in St. Louis County suburban district. The teachers' responses were obtained from measures covered in the twelve subscales of the Leadership Behavior Description Questionnaire (LBDQ) form XII. Student responses were taken from the Coopersmith Self-Esteem Inventory.

The results indicated a significant positive relationship between student attitude and school attendance. There was also a significant positive relationship between length of attendance and achievement in mathematics. Both attitudes

---

<sup>1</sup>Ronald Edmonds, "Effective Schools for the Urban Poor," Educational Leadership 37 (October 1979): 16.

and achievement in mathematics improved the longer a student was in attendance at the same building. A significant positive interaction occurred between mathematics achievement, leadership style, and congruence. The research showed that mathematics achievement was positively affected when the personal style leader also displayed highly congruent leader behaviors. There were no statistically significant relationships found between reading achievement and length of attendance in one building, leadership style or degree of congruence between teacher perceived and ideal leader behaviors.<sup>1</sup>

Factors Related to Effective Schools

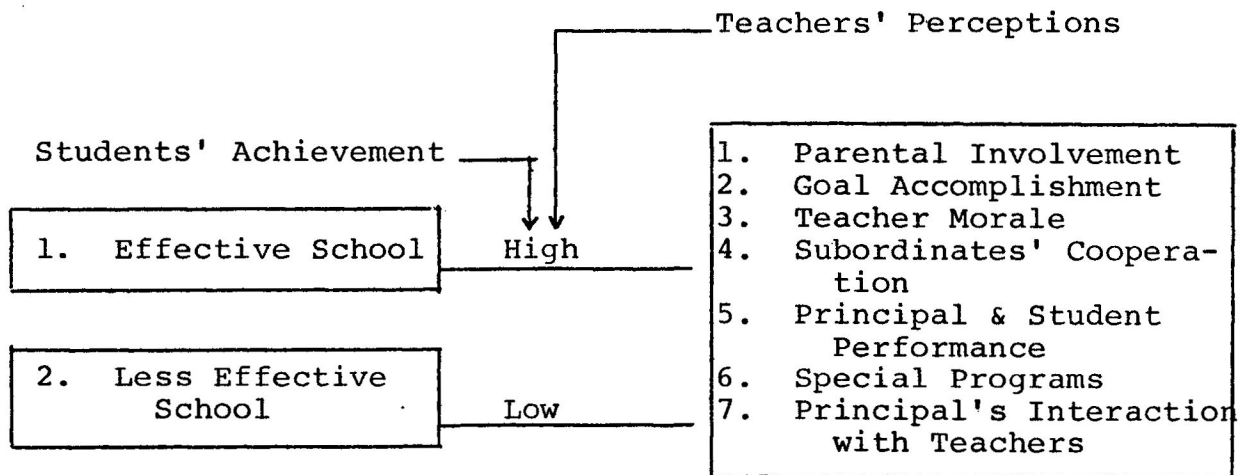


Figure 1. Effective and less effective schools in relation to teachers' perception scores on selected variables.

<sup>1</sup>Jane E. Jones, "A Study of Student Attitude and Achievement Related to Attendance and the Principals' Leadership Behaviors," Dissertation Abstract International 41 (January 1981).

Parental Involvement. Reports issued by the Stanford Research Institute in 1973 and 1975 found three major models of parent involvement used by the schools: (1) parents as tutors of their own children; (2) parents as employees of the schools; and (3) parents as decision-makers or advisors to school personnel. The studies considered the simple hypothesis that parent involvement in one or more of these roles leads to improved student achievement. In general, the evidence supported the model in which parents act as tutors of their own children, sustaining the work of the school by involving the home as an educational institution in partnership with the school.<sup>1</sup>

Goal Accomplishment. Effective leadership was noted as a key to exceptional schooling. In at least one-third of the case studies, leadership style and leader attitudes were mentioned as contributing factors to exceptional schooling. The Phi Delta Kappa study further stated that effective leaders accomplished more, framed goals and objectives, set standards of performance, created a productive working environment and obtained needed support.<sup>2</sup>

Teacher Morale. It has been established that when high morale exists, productivity is increased. Anderson conducted a study in Iowa to determine the relationship

---

<sup>1</sup>Cross, "What Makes An Effective Principal," p. 21.

<sup>2</sup>Joan Shoemaker and Hugh W. Fraser, "What Principals Can Do: Some Implications From Studies of Effective Schooling," Phi Delta Kappan 63 (November 1981), p. k80.

between teacher morale and student achievement. His findings indicated that teachers whose pupils achieved relatively high scholastically have higher morale than do teachers in schools with relatively low pupil achievement. These results are supported by another study in which Koura found that student achievement increased under teachers with high morale and decreased under teachers with low morale.<sup>1</sup>

Subordinates' Cooperation. Cohen suggests that:

Schools that can be characterized as orderly, purposeful, and peaceful are schools in which achievement is higher. In an orderly school there are rules, regulations, and guidelines, teachers and students are expected to know and observe them. No one, student or teacher, is out to test the limits of these rules. They are clear and just accepted by most.<sup>2</sup>

Principal and Student Performance. The most consistent finding in the majority of studies of school effectiveness is the crucial connection between expectations and achievement. Study after study reinforces the fact that students and teachers live up to our expectations of them. Cohen also said:

It is disappointing that some educators still doubt the learning abilities of young people. Students who achieve are expected to achieve first by their principals and second by their teachers.<sup>3</sup>

---

<sup>1</sup>Bhella, "Principals' Leadership Style: Does It Affect Teacher Morale," p. 370.

<sup>2</sup>Shoemaker and Fraser, "What Principals Can Do: Some Implications from Studies of Effective Schooling," p. 181.

<sup>3</sup>Ibid.

Special Programs. Henry and David suggested that:

The large majority of children have traits and abilities which are similar enough in kind and extent so that from an educational point of view their needs can be supplied reasonably well through the usual type of classroom instruction. There are some children, however, who cannot be taught satisfactorily within the typical class group. These children are commonly considered as "exceptional". They deviate from the normal or average children to such an extent that special educational facilities and procedures are needed. Effective schools are able to satisfy those needs.<sup>1</sup>

Principal Interaction with Teachers. Effective principals establish norms by modeling the behaviors of their staff. John Keedy also found that they interact in positive ways with their teachers. They meet teachers instructional needs by providing resources, which implicitly obligates teachers to accommodate the principal's personal visions of what a good school should be.<sup>2</sup>

#### Characteristics of An Effective School

Edmond (1979) said, Inequity in American education derives first and foremost from our failure to educate the children of the poor. Education in this context refers to early acquisition of those basic school skills that assure pupils' successful access to the next level of schooling.

---

<sup>1</sup>Henry J. Otto and David C. Sanders, Elementary School Organization and Administration (New York, New York: Meredith Publishing Company, 1964), p. 88.

<sup>2</sup>Deborah B. Strother, "The Many Roles of the Effective Principal," Phi Delta Kappan 65 (December 1983): 293.

If that seems too modest a standard, note that as of now the schools that teach the children of the poor are dismal failures even by such a modest standard. Thus, to raise a generation of children whose schools meet such a standard would be an advance in equity of the first order. This standard is offered at the outset to note that its attainment is far more a matter of politics than of social science. Social science refers to those formal experiments and inquiries carried out by sociologists, psychologists, educational researchers, and other academicians whose inquiries are described as seeking the relationship among school characteristics, pupil performance, pupil family background, and pupil social class. Politics in this case refers to the substantive and procedural bases for deciding the distribution of educational resources, defining the uses to which the schools are to be put and establishing the criteria by which school personnel are to be evaluated.

There has never been a time in the life of the American public school when we have not known all we needed to in order to teach all those whom we chose to teach. The discussion of research literature that follows may illuminate that fact, but it cannot change it.<sup>1</sup>

Weber (1971) intended his study to be explicitly alternative to Coleman (1966), Jensen (1969) and other

---

<sup>1</sup>Edmond, "Effective Schools for the Urban Poor," pp. 15-16.



researchers who had satisfied themselves that low achievement by poor children derived principally from inherent disabilities characterizing the poor. Weber focused on the characteristics of four inner-city schools in which reading achievement was clearly successful for poor children on the basis of national norms. All four schools had "strong leadership" in that their principal was instrumental in setting the tone of the school; helping decide on instructional strategies; and organizing and distributing the schools' resources. All four schools had "high expectations" for all their students. Weber was careful to point out that high expectations are not sufficient for school success, but they are certainly necessary. All four schools had an orderly, relatively quiet, and pleasant atmosphere. All four schools strongly emphasized pupil acquisition of reading skills and reinforced that emphasis by careful and frequent evaluation of pupil progress.<sup>1</sup>

Brookover and Lezotte (1977) published their study, *Changes in School Characteristics Coincident with Changes in Student Achievement*. Close attention should be given this study partly because it is a formal extension of inquiries and analyses begun in two earlier studies, both of which reinforce certain of the Weber et al. and New York findings. The Michigan Department of Education's Cost Effectiveness Study (1976) and the Brookover et al. Study of Elementary

---

<sup>1</sup>Ibid., p. 16.

School Climate and School Achievement (1976) are both focused on those educational variables that are liable to school control and important to the quality of pupil performance.

Since the early 1970s, the Michigan Department of Education has annually tested all Michigan pupils in public schools in grades four and seven. The tests are criterion-referenced standardized measures of pupil performance in basic school skills. Over time these data were used by the Michigan Department of Education to identify elementary schools characterized by consistent pupil-performance improvement or decline. Brookover and Lezotte chose eight of these schools to be studied (six improving, two declining). The schools were visited by trained interviewers who conducted interviews and administered questionnaires to a great many of the school personnel. The interviews and questionnaires were designed to identify differences between the improving and declining schools, and which differences seemed most important to the pupil performance variation between the two sets of schools. The following list gives the summary results:

1. The improving schools are clearly different from the declining schools in the emphasis their staff places on the accomplishment of the basic reading and mathematics objectives. The improving schools accept and emphasize the importance of these goals and objectives while declining schools give much less emphasis to such goals and do not specify them as fundamental.

2. There is a clear contrast in the evaluations that teachers and principals make of the students in the improving and declining schools. The staff of the improving schools tend to believe that all of their students can master the basic objectives; and furthermore, the teachers perceive that the principal shares this belief. They tend to report higher and increasing levels of student ability, while the declining school teachers project the belief that students ability levels are low, and therefore, they cannot master even these objectives.
3. The staff members of the improving schools hold decidedly higher and apparently increasing levels of expectations with regard to the educational accomplishments of their students. In contrast, staff members of the declining schools are much less likely to believe that their students will complete high school or college.
4. In contrast to the declining schools, the teachers and principals of the improving schools are much more likely to assume responsibility for teaching the basic reading and math skills and are much more committed to doing so. The staff of the declining schools feel there is not much that teachers can do to influence the achievement of their students. They tend to displace the responsibility for skill learning on the parents or the students' themselves.
5. Since the teachers in the declining schools believe that there is little they can do to influence basic skill learning, it follows they spend less time in direct reading instruction than do teachers in the improving schools. With the greater emphasis on reading and math objectives in the improving schools, the staff in these schools devote a much greater amount of time toward achieving reading and math objectives.
6. There seems to be a clear difference in the principal's role in the improving and declining schools. In the improving schools, the principal is more likely to be an instructional leader, more assertive in his/her institutional leadership role, more of a disciplinarian, and

perhaps most of all, assumes responsibility for the evaluation of the achievement of basic objectives. The principals in the declining school appear to be permissive and to emphasize informal and collegial relationships with the teachers. They put more emphasis upon evaluation of the school's effectiveness in providing a basic education for the students.

7. The improving school staff appear to show a greater degree of acceptance of the concept of accountability and are further along in the development of an accountability model. Certainly, they accept the MEAP tests as one indication of their effectiveness to a much greater degree than the declining school staff. The latter tend to reject the relevance of the MEAP tests and make little use of these assessment devices as a reflection of their instruction. (MEAP refers to Michigan Educational Assessment Program.)
8. Generally, teachers in the improving schools are less satisfied than the staff in the declining school. The higher levels of reported staff satisfaction and morale in the declining schools seem to reflect a pattern of complacency and satisfaction with the current levels of educational attainment. On the other hand, the improving school staff members appear more likely to experience some tension and dissatisfaction with the existing condition.
9. Differences in the level of parent involvement in the improving and declining schools are not clear cut. It seems that there is less overall parent involvement in the improving schools; however, the improving school staff indicated that their schools have higher levels of parent initiated involvement. This suggests that we need to look more closely at the nature of the involvement exercised by parents. Perhaps parent initiated contact with the schools represents an effective instrument of educational change.
10. The compensatory education program data suggests differences between improving and declining schools, but these differences may be distorted by the fact that one of the declining schools

had just initiated a compensatory education program. In general, the improving schools are not characterized by a high emphasis upon paraprofessional staff or heavy involvement of the regular teachers in the selection of students to be placed in compensatory education programs. The declining schools seem to have a greater number of different staff involved in reading instruction and more teacher involvement in identifying students who are to be placed in compensatory education programs. The regular classroom teachers in the declining schools report spending more time planning for non-compensatory education reading activities. The decliners also report greater emphasis on programmed instruction.<sup>1</sup>

### Summary

The review of the literature has evidenced the fact that much work has been done related to principal's effect on teacher morale, effective schooling, student performance, and teacher performance. It also revealed the different leadership styles of effective principals.

One study investigated the impacts of the teacher's perception of the principal's leadership behavior and faculty morale on student achievement (language, reading, and math). It was the intent to identify those factors of the principal's leadership behavior, as perceived by the teachers, and teacher morale that impact significantly on student achievement.

---

<sup>1</sup>Wilbur B. Brookover and Lawrence W. Lezotte, "Changes in School Climate Characteristics Coincident with Changes in Student Achievement," Educational Leadership 37 (October 1979): 18-20.

Another study extended the studies on effective principals by examining principal's behavior, and asking which principal activities lead to the conclusion that principals really are the key to effective schools, in addition to examining the definition of an effective principal, he also examined whether principals with those desired characteristics affect the student achievement.

The most significant of the studies was that of Lewis (1983) who determined the relationship between principals' leadership style as perceived by their teachers and standardized achievement test scores of students from low-income families. In addition, the relationship between standardized achievement test scores of students from low-income families and the respective schools' total percentage of (1) low-income student population, (2) student mobility, and (3) student attendance were investigated in the study.

In the study, the following dimensions of leadership were studied: (1) total leadership effectiveness; (2) frequency of high task behavior; (3) frequency of high relationship behavior; (4) effectiveness in high task; (5) effectiveness in high relationship. The results indicated that the principals made a difference in low-income pupils' cognitive gains.

This present study will focus on the principal's effect on student performance and school effectiveness. Its purpose is to determine whether effective principals make effective schools.

Overall, the literature suggests the following needs:

1. Examine the characteristics of principals and teachers in various combinations to determine those which are related to students' outcomes.
2. Identify additional traits which characterize successful principals.
3. Examine further the hypothesis that principal behavior increased teacher morale and provides a psychological edge for better teaching in the higher achieving schools, or that supportive principal behavior relieves teachers from a number of burdens and allows them more instructional time.
4. Examine changes in the schools as principal turnovers occur.
5. More research examining the relationship between student achievement and qualitative aspects of instructional leadership will be of benefit.

## CHAPTER III

### RESEARCH METHODOLOGY

#### Design

This study employed the descriptive methodology. A questionnaire was developed from information received by personal interviews with the teachers. One effective and one less effective school were used to investigate the differences on the following variables: (1) parental involvement, (2) goal accomplishment, (3) teacher morale, (4) subordinates' cooperation, (5) principals and student performance, (6) special programs, and (7) principal's interaction with teachers. The differences were determined by comparing the data on the perception of teachers employed by each of the schools.

#### Hypotheses to be Tested

From the above stated variables the following hypotheses were formed. The study made use of the null hypothesis to determine if significant differences could be found at the .05 level. The seven hypotheses included:

- 1H<sub>0</sub>: There will be no significant difference between the effective and less effective schools on parental involvement.
- 2H<sub>0</sub>: There will be no significant difference between the effective and less effective schools on goal accomplishment.



- 3H<sub>O</sub>: There will be no significant difference between the effective and less effective schools on teacher morale.
- 4H<sub>O</sub>: There will be no significant difference between the effective and less effective schools on subordinates' cooperation.
- 5H<sub>O</sub>: There will be no significant difference between the effective and less effective schools on principal and student performance.
- 6H<sub>O</sub>: There will be no significant difference between the effective and less effective school on special programs.
- 7H<sub>O</sub>: There will be no significant difference between the effective and less effective school on principal's interaction with teachers.

#### Definition of Variables

Effective School. A school in which the students obtain scores of at least 65 percentile on standardized test.

Less Effective School. A school in which the students obtain scores less than 65 percentile on standardized test.

Parental Involvement. Parental involvement is identified as the cooperative action between parents and school personnel (example of one statement from the questionnaire: "Parents work close with teachers in accomplishing school goals." Other statements on the questionnaire are numbers 01, 04, 07, 10, 13, 20, 23, 31).

Goal Accomplishment. Goal accomplishment is identified as the principal's cooperativeness and attitude toward

accomplishing goals (example of one statement from the questionnaire: "The behavior of my leader supports goal accomplishment." Other statements on the questionnaire are 02, 12, 18, 29).

Teacher Morale. Teacher morale is identified as the principal's attitude and support of teachers to produce teacher success and job satisfaction (example of one statement from the questionnaire: "The leader makes the task easier by supplying the needed material and supplies." Other statements on the questionnaire are 06, 09, 16, 22, 24, 21, 25, 27, 32, 33, 35, 36).

Subordinates' Cooperation. Subordinates' cooperation is identified as the working together of subordinates to achieve common goals (example of one statement from the questionnaire: "Subordinates work together in achieving school goals." Other statements on the questionnaire are 11, 14).

Principal and Student Performance. Principal and student performance is identified as principal's behavior toward student achievement (example of one statement from the questionnaire: "The principal strives for high achievement by the students." Other statements on the questionnaire are 05, 30).

Special Programs. Special programs are identified as those programs designed to serve students with special needs (example of one statement from the questionnaire:

"Our school has many special programs to meet the students' different needs." Other statements on the questionnaire are 03, 08, 17).

Principal's Interaction with Teachers. Principal's interaction with teachers is identified as the principal's working relationship with the teachers (example of one statement from the questionnaire: "Your principal notices when you have a problem and gives you a chance to talk about it." Other statements on the questionnaire are 01 through 10 on part one).

#### Population

There are one high school, two middle schools and eight elementary schools in the district. Only two schools were used in the study. The data collected for the study consisted of teachers in two public elementary schools completing individual copies of the teacher response questionnaire. Two elementary school principals agreed to participate in the study. The schools were selected on the following criteria: (1) economic location, (2) Criterion Referenced Test (CRT), (3) Competency Test of Basic Skills (CTBS) scores, (4) teacher morale, (5) discipline, (6) students' attendance, and (7) teachers' attendance. The faculty members of each group were asked to complete a questionnaire and return the completed document to an in-school representative.

The two schools were chosen according to the criteria stated earlier. The effectively operated school is located in a low socio-economic area with about 60 percent of its students on free lunch. About 70 percent of fourth grade students scored high on the Criterion Referenced Tests. The second grade students that took the CTBS scored in reading at the 80 percentile, in language at the 82 percentile, in math at the 78 percentile.

Teacher morale is very high. They enjoy working with the students and with each other. Due to high teacher morale, absentees among teachers are very low. Teachers are given special privileges for monthly perfect attendance. Students' attendance is very high. Attendance is usually around 98 percent per month. Due to high morale of teachers and students, discipline problems are few. The school consists of forty-two teachers and eight hundred students.

Meeting the criteria listed earlier, the less effective school is located in a low socio-economic area with about 70 percent of its students on free lunch. About 35 percent of the fourth grade students scored high on the Criterion Referenced Tests. The second grade students that took the CTBS scored in reading as 60 percentile, in language at the 50 percentile, in math at the 45 percentile.

Teachers' morale is low. Due to low teacher morale, absentees among teachers are high. Teachers are not given any special privileges in regards to attendance. Student

discipline is at a moderate level. The school consists of thirty-four teachers and 450 students.

### Instrumentation

The researcher developed the Teacher Response Questionnaire used for the purpose of this study. Five questions were identified for open-ended interviews with all the teachers used as the study sample in each school. The results were used as the basis for the thirty-six items on part two of the questionnaire. The interviews suggested items in the following areas: (1) nine items in parental involvement, (2) five items in goal accomplishment, (3) fourteen items in teacher motivation, (4) three items in subordinates' cooperation, (5) three items in special programs, and (6) two items in principal expectations. The questionnaire was constructed based on the researcher's interview with the teachers. The instrument was pretested in the same schools so it is limited in validity and reliability.

### Data Collection

The principals at both schools agreed to let their teachers participate in the study. At each school a teacher served as the contact person. The contact person was responsible for distributing and collecting the questionnaires. Questionnaires were returned to the researcher for rating and the statistical analysis.

### Statistical Analysis

The teacher response questionnaire was administered to subordinates (teachers) of both elementary schools. The principals of both schools agreed to participate in the study. The questionnaire was distributed and the data collected by the author in the spring of 1984. The data collected represented the perceptions of subordinates (teachers) of the two participating schools.

After scoring the data, the individual teacher scores were assembled with other scores for the appropriate variables. The scores from all teachers were utilized to derive a mean score for each of the variables according to the teachers' perceptions. The mean score of each variable could then be compared through the use of the t-test to determine if significant difference at the .05 level could be found.

## CHAPTER IV

### ANALYSIS OF THE DATA

The purpose of the study was to determine if differences exist between an effective and less effective school as measured by the teacher response questionnaire and standardized test scores. Schools' differences were determined by assembling data on the perceptions of teachers employed by each of the schools.

The factors were obtained from the subordinate assessments of their school using an interview and the teacher response questionnaire. Two public elementary school principals were asked to participate in the study. The schools were selected according to the criteria listed in chapter three. From the two schools, fifty-one of the seventy questionnaires were returned by the teachers. One of the schools returned thirty-two and the other school returned nineteen. Nineteen of the thirty-two questionnaires from one school were randomly selected to be compared to the other nineteen. The comparison was done by t-test.

TABLE 1

PARENTAL INVOLVEMENT

	Mean	S.D.	S.E.	df	t-ratio	T-Score Limits for Rejection
Effective School	3.21	0.98	0.22	36	3.37	2.02
Less Effective School	2.36	0.46	0.10			

The mean score for the effective school was 3.21 and the mean score for the less effective school was 2.36. The standard deviation for the effective school was 0.98 and the less effective was 0.46. The standard error for the effective school was 0.22 and the less effective was 0.10. The degrees of freedom were 36. The difference in the mean scores led to a derived "t" of 3.37. This was higher than the "t" score of 2.02. The effective school scored significantly higher. The null hypothesis was rejected.



TABLE 2  
GOAL ACCOMPLISHMENT

	Mean	S.D.	S.E.	df	t-ratio	T-Score Limits for Rejection
Effective School	4.28	0.511	0.117	36	8.13	2.02
Less Effective School	2.97	0.476	0.109			

The mean score for the effective school was 4.28 and the mean score for the less effective school was 2.97. The standard deviation for the effective school was .511 and the less effective was .476. The standard error for the effective school was .117 and the less effective was .109. The degrees of freedom were 36. The difference in the mean scores led to a derived "t" of 8.13. This was higher than the "t" score 2.02. The effective school scored significantly higher. The null hypothesis was rejected.

TABLE 3  
TEACHER MORALE

	Mean	S.D.	S.E.	df	t-ratio	T-Score Limits for Rejection
Effective School	3.85	1.03	0.237	36	7.10	2.02
Less Effective School	2.11	0.262	0.601			

The mean score for the effective school was 3.85 and the mean score for the less effective school was 2.11. The standard deviation for the effective school was 1.03 and the less effective was 0.262. The standard error for the effective school was 0.237 and the less effective school was 0.601. The degrees of freedom were 36. The difference in the mean scores led to a derived "t" of 7.10. This was higher than the "t" score 2.02. The effective school scored significantly higher. The null hypothesis was rejected.

TABLE 4  
SUBORDINATES' COOPERATION

	Mean	S.D.	S.E.	df	t-ratio	T-Score Limits for Rejection
Effective School	4.04	0.682	0.156	36	6.77	2.02
Less Effective School	2.54	0.682	0.156			

The mean score for the effective school was 4.04 and the mean score for the less effective school was 2.54. The standard deviation for the effective school was 0.682 and the less effective was 0.682. The standard error for the effective school was 0.156 and the less effective was 0.156. The degrees of freedom were 36. The difference in the mean scores led to a derived "t" of 6.77. This was higher than the "t" score 2.02. The effective school scored significantly higher. The null hypothesis was rejected.

TABLE 5  
PRINCIPAL'S EXPECTATION OF STUDENTS

	Mean	S.D.	S.E.	df	t-ratio	T-Score Limits of Rejection
Effective School	4.07	1.00	0.230	36	7.71	2.02
Less Effective School	1.95	0.652	0.149			

The mean score for the effective school was 4.07 and the mean score for the less effective school was 1.95. The standard deviation for the effective school was 1.00 and the less effective was 0.652. The standard error for the effective school was .230 and the less effective was 0.149. The degrees of freedom were 36. The difference in the mean scores led to a derived "t" of 7.71. This was higher than the "t" score 2.02. The effective school scored significantly. The null hypothesis was rejected.

TABLE 6  
SPECIAL PROGRAMS

	Mean	S.D.	S.E.	df	t-ratio	T-Score Limits for Rejection
Effective School	4.01	0.919	0.210	36	7.56	2.02
Less Effective School	2.15	0.541	0.124			

The mean score for the effective school was 4.01 and the mean score for the less effective school was 2.15. The standard deviation for the effective school was 0.919 and the less effective was 0.541. The standard error for the effective school was 0.210 and the less effective was 0.124. The degrees of freedom were 36. The difference in the mean scores led to a derived "t" of 7.56. This was higher than the "t" score 2.02. The effective school scored significantly higher. The null hypothesis was rejected.

TABLE 7  
PRINCIPAL'S INTERACTION WITH TEACHERS

	Mean	S.D.	S.E.	df	t-ratio	T-Score Limits for Rejection
Effective School	2.22	2.217	0.508	36	1.88	2.02
Less Effective School	3.30	1.151	0.264			

The mean score for the effective school was 2.22 and the mean score for the less effective school was 3.30. The standard deviation for the effective school was 2.217 and the less effective was 1.151. The standard error for the effective school was 0.508 and the less effective was 0.264. The degrees of freedom were 36. The difference in the mean scores led to a derived "t" of 1.88. This was lower than the "t" score 2.02. There was not a significant difference. The null hypothesis was not rejected.

#### Summary

Data were presented that contained the responses of elementary teachers from both the effective and less effective school about their respective school environment and principals in the way in which it was perceived. The data were tested to determine whether a difference existed between the effective school and the less effective school.

Significant differences were found between the two schools on the following factors: (1) parental involvement, (2) goal accomplishment, (3) teacher's morale, (4) subordinates' cooperation, (5) principal expectation of student achievement, (6) and special programs. There was no significant difference in principals' interaction with teachers.

## CHAPTER V

### SUMMARY, FINDINGS AND CONCLUSIONS

The subordinates of two public elementary schools were surveyed to determine if significant differences exist in an effective school and a less effective school. Each respondent completed the teacher response questionnaire designed to assess principals' leadership and school operations through the collective perceptions of subordinates of their school and principal. The factors measured were: (1) parental involvement, (2) goal accomplishment, (3) teacher morale, (4) subordinates' cooperation, (5) principal expectation of student achievement, and (6) special programs and principal interaction with teachers.

#### Findings

The study resulted in the following findings:

1. The effective school was rated significantly higher on parental involvement.
2. The effective school was rated significantly higher on goal accomplishment.
3. The effective school was rated significantly higher on teacher morale.
4. The effective school was rated significantly higher on subordinates' cooperation.



5. The effective school was rated significantly higher on principal expectation of student achievement.
6. The effective school was rated significantly higher on special programs.
7. There was no significant difference on principal interaction with teachers.
8. The principal of the effective school was high on the concern for people and high on the concern for production, while the less effective school principal was high on the concern for people and low on the concern for production. This finding is in agreement with Blake and Mouton Managerial Grid. (see figures 1 and 2 on next two pages.)

Recommendations for Improvement of the  
Less Effective School - Some  
Practical Suggestions

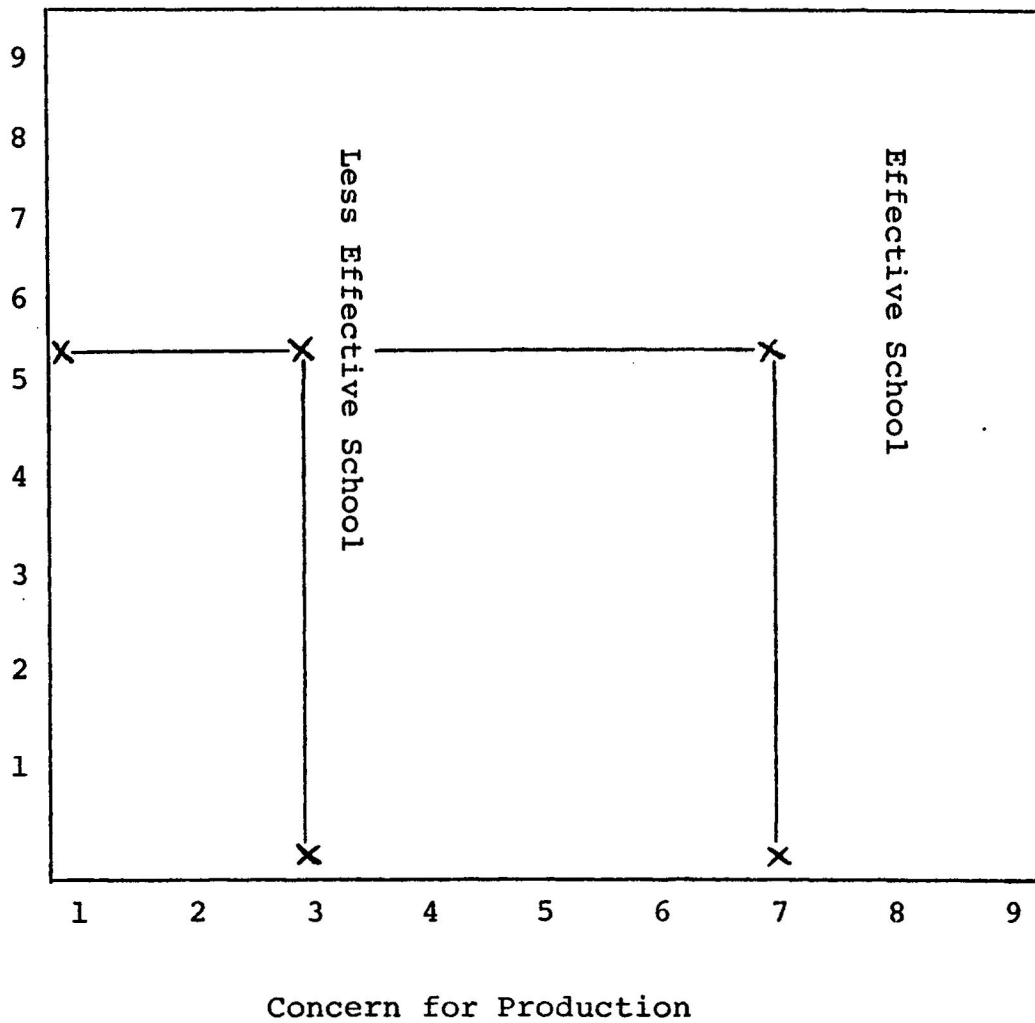
On the basis of the findings, the following suggestions are recommended:

1. It is recommended that principals be trained to become more task oriented.
2. It is recommended that principals attend seminars on effectively using parents in the school program.
3. It is recommended that principals attend seminars that will familiarize them with the characteristics of effective principals and effective schools.

Suggested Ways for Principal Training

Several training programs are already under way to help principals improve school programs. For example, the Connecticut School Management Institute at the University of Bridgeport, Connecticut, aims to strengthen the leadership and organizational development skills of principals and

Fig. 1. Managerial Grid

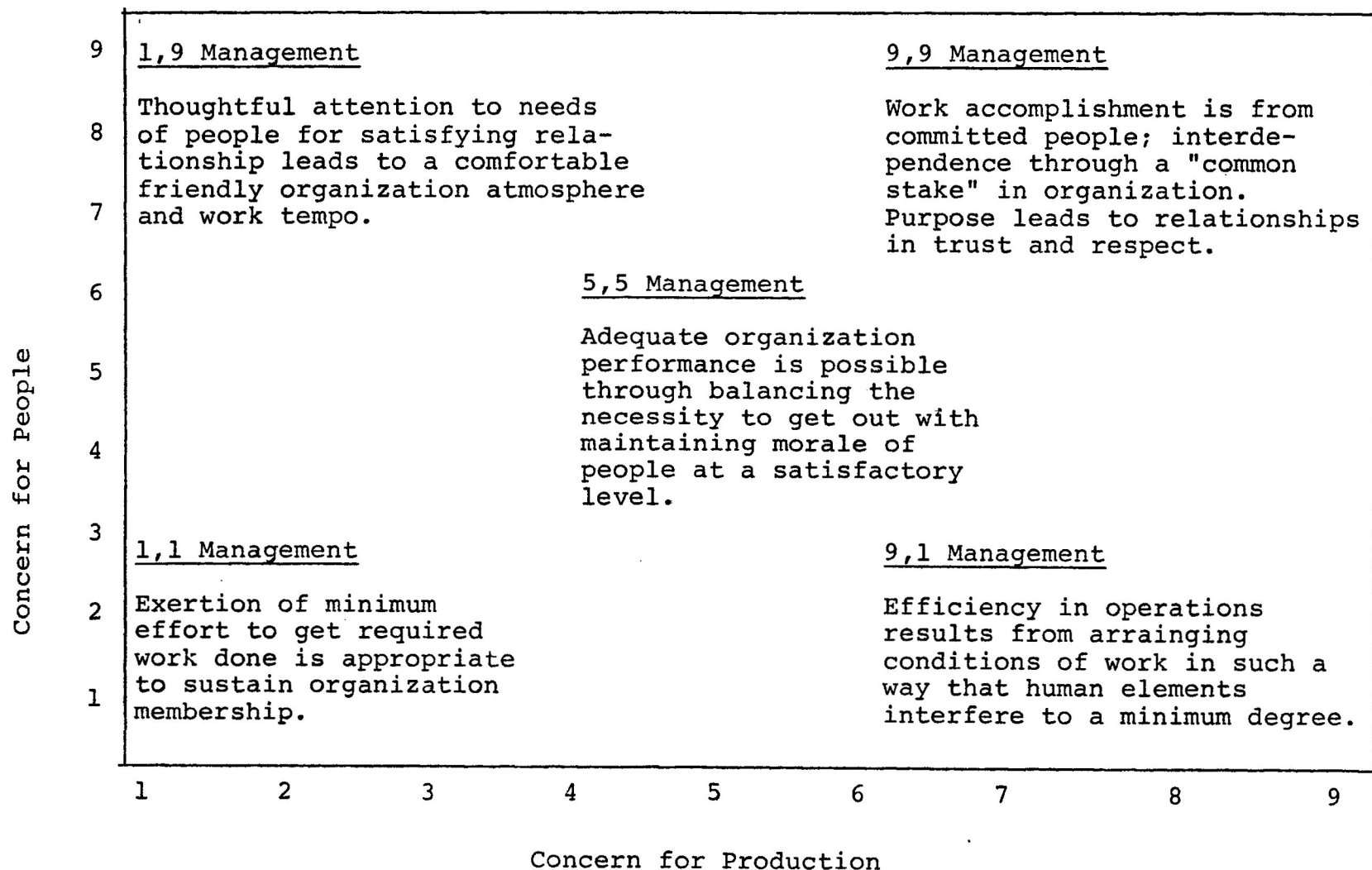


Effective school rated 7, 7 high on production and high on concern for people.

Less effective school rated 2, 7 low on production and high on concern for people.

This rating has not been tested. It is only an assumption by the author of the paper.

Fig. 2. Managerial Grid<sup>1</sup>



<sup>1</sup>Robert R. Blake and Jane S. Mouton, The Managerial Grid (Houston, Texas: Gulf Publishing Company, 1964).

other middle managers, so that they will be more effective in achieving educational goals at the building level. The renewal process for principals occupies a full school year and includes three phases. The diagnosis phase helps participants develop concepts and skills required to diagnose organizational climate, leadership style and effectiveness, and school problems. Participants are then expected to complete a diagnosis of their own schools. The training phase helps participants develop skills to bring about more effective leadership and organizational improvement. In the coaching phase, principals, with the assistance of consultants, concentrate on implementing new techniques in their own schools.

A second training program that seeks to help principals improve their professional competence so they can improve school programs is the I/D/E/A Principals' Inservice Program, sponsored by the Charles F. Kettering Foundation. This program emphasizes: (1) personal professional development, (2) school improvement, (3) collegial support groups, (4) adoption of continuous improvement as a way of professional life, and (5) the acceptance of responsibility for improvement.

### Conclusions

On the basis of the findings, the following conclusions were drawn:

1. The effective school had stronger parental support than that of the less effective school.

2. The effective schools were stronger in goal accomplishment.
3. The effective schools had better teacher morale.
4. The effective schools had better subordinates' cooperation.
5. The effective school principal had higher expectation for student achievement.
6. The effective school had more special programs to meet student needs.
7. The teachers at both schools had principals who were similar in principal interaction with teachers.

#### Implications

Based upon the results of the findings and conclusions the following implications are made:

1. Parental involvement contributes to students' achievement.
2. Goal accomplishment contributes to students' achievement.
3. Teacher morale contributes to students' achievement.
4. Subordinates' cooperation contributes to students' achievement.
5. Principal expectations of students contribute to students' achievement.
6. Special programs contribute to students' achievement.

#### Recommendations for Further Study

The following recommendations are made for further study:

1. Additional research using the same design, but a greater number of schools.

2. Refine the questionnaire.
3. Use other measurement criteria (e.g., observation).

### Summary

The effective school scored significantly higher on six of the factors measured. There was no significant difference in one of the factors. The seven factors measured were: (1) parental involvement, (2) goal accomplishment, (3) teacher morale, (4) subordinates' cooperation, (5) principal expectation of students, (6) special programs, and (7) principal interaction with teachers.

## APPENDIX

Dear Teachers:

Please help in completing this questionnaire about various aspects of interaction in the school.

Please respond to both the it is (IS) and the way you think it should be (SB) as regards the way your principal interacts with you in solving problems in your school situation.

Read item 01 below and indicate by circling the number of the IS section how you think this actually happens. Read the same item and circle the number of the SB section which indicates how often you think this should happen. Then, proceed to read and respond in the same manner to each of the other items listed below.

(CIRCLE ONE OF THE FOLLOWING IN THE IS AND SB SECTION)

0 = I don't know; 1 = Almost never; 2 = Sometimes; 3 = Very often;  
4 = Almost always

---

01. When something goes wrong that affects you	IS	0	1	2	3	4
your principal he/she searches with you for						
a solution that fits both of you. (III)	SB	0	1	2	3	4

---

02. Your principal tries hard to change you when	IS	0	1	2	3	4
he/she has differences in attitudes, opinions						
and/or values from your own. (II)	SB	0	1	2	3	4

---

03. When your principal finds out that you did	IS	0	1	2	3	4
something you were not supposed to do, he/						
she tells you why he/she must do something	SB	0	1	2	3	4
before taking action. (III)						

---

04. Your principal lets you know about his/her	IS	0	1	2	3	4
feelings when you interact on a problem of						
concern to both of you. (II)	SB	0	1	2	3	4

---

05. Your principal notices when you have a	IS	0	1	2	3	4
problem and gives you a chance to talk						
about it. (I)	SB	0	1	2	3	4



---

06. When somebody in authority does something or makes a rule that affects you in a way, your principal follows authority, but does what he/she can to protect you or change the action or rule. (III)	IS 0 1 2 3 4
	SB 0 1 2 3 4

---

07. Before your principal makes a decision or judgment based upon his/her personal beliefs, values, and/or goals he/she has honest concern for fairness to you. (II)	IS 0 1 2 3 4
	SB 0 1 2 3 4

---

08. When you come to your principal for help with a problem he/she helps you find and do something about the basic cause of the problem. (I)	IS 0 1 2 3 4
	SB 0 1 2 3 4

---

09. When somebody in authority makes a rule or policy, your principal carries it out in a way that helps you do your job better. (III)	IS 0 1 2 3 4
	SB 0 1 2 3 4

---

10. Your principal helps make you aware of your feelings when you interact with him/her. (I)	IS 0 1 2 3 4
	SB 0 1 2 3 4

---

Part II

(CIRCLE ONE OF THE FOLLOWING)

1 = Strongly agree; 2 = Moderately agree; 3 = Uncertain; 4 = Moderately disagree; 5 = Strongly disagree

---

01. There is strong parental involvement in the school program.	1 2 3 4 5
---	-----------

---

02. My principal believes in goal accomplishment.	1	2	3	4	5
---	---	---	---	---	---

---

03. Our school has many special programs to meet the students' different needs.	1	2	3	4	5
--	---	---	---	---	---

---

04. Parents reinforce skills at home.	1	2	3	4	5
---------------------------------------	---	---	---	---	---

---

05. My principal is sensitive to student needs.	1	2	3	4	5
---	---	---	---	---	---

---

06. My principal does what he/she can to make it comfortable for the subordinates.	1	2	3	4	5
---	---	---	---	---	---

---

07. Parents volunteer their services regularly.	1	2	3	4	5
---	---	---	---	---	---

---

08. Students are placed into programs according to their needs.	1	2	3	4	5
--	---	---	---	---	---

---

09. My leader displays a cooperative attitude toward subordinates.	1	2	3	4	5
---	---	---	---	---	---

---

10. Parents communicate with teachers often.	1	2	3	4	5
--	---	---	---	---	---

---

11. Teachers cooperate in achieving organiza- tional goals.	1	2	3	4	5
--	---	---	---	---	---

---

12. The principal strives hard to accomplish school objectives.	1	2	3	4	5
--	---	---	---	---	---

- 
- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 13. Parents are supportive of school goals. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
- 
- |                                      |   |   |   |   |   |
|--------------------------------------|---|---|---|---|---|
| 14. Subordinates respect the leader. | 1 | 2 | 3 | 4 | 5 |
|--------------------------------------|---|---|---|---|---|
- 
- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 15. The behavior of my leader supports goal accomplishment. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
- 
- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 16. My principal tries to be fair to subordinates. | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
- 
- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 17. Students are placed into instructional programs according to their needs. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
- 
- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 18. My leader derives satisfaction from goal accomplishment. | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
- 
- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 19. The leader provides assistance to subordinates. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
- 
- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 20. Parents volunteer their help in school activities. | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
- 
- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 21. The principal has high expectations for subordinates. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
- 
- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 22. The principal urges increased performance by subordinates. | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
- 
- |                                   |   |   |   |   |   |
|-----------------------------------|---|---|---|---|---|
| 23. Parents respect the teachers. | 1 | 2 | 3 | 4 | 5 |
|-----------------------------------|---|---|---|---|---|

- 
- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 24. The leader makes an effort to be fair to subordinates. | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
- 
- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 25. The principal communicates often with teachers. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
- 
- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 26. Subordinates work together in achieving school goals. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
- 
- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 27. The principal often communicates expectations to subordinates. | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
- 
- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 28. Parents work close with teachers in accomplishing school goals. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
- 
- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 29. The leader enforces goal accomplishment. | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
- 
- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 30. The principal strives for high achievement by the students. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
- 
- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 31. Teachers have parental support in discipline problems. | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
- 
- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 32. The leader promotes the growth of subordinates. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
- 
- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 33. The leader is concerned about the training and personal development of subordinates. | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|

---

34. The leader makes the task easier by supplying the needed material and supplies.	1	2	3	4	5
---	---	---	---	---	---

---

35. The leader demonstrates concern for subordinates.	1	2	3	4	5
---	---	---	---	---	---

---

36. The leader keeps promises and fulfills obligations to subordinates.	1	2	3	4	5
---	---	---	---	---	---

## BIBLIOGRAPHY

## BIBLIOGRAPHY

- Allred, Clifton D. "The Relationship Between Teacher Morale and the Principal's Administrative Leadership Style." Dissertation Abstracts International 41 (February 1981).
- Bhella, Surjit K. "Principal's Leadership Style: Does It Affect Teacher Morale?" Education 102 (Summer 1982): 369-376.
- Blake, Robert R., and Mouton, Jane S. The Managerial Grid. Houston, Texas: Gulf Publishing Company, 1964.
- Brookover, Wilbur B., and Lezotte, Lawrence W. "Changes in School Climate Characteristics Coincident with Changes in Student Achievement." Educational Leadership 37 (October 1979): 18-20.
- Cormell, Margaret Ann Shively. "Leadership Styles of Effective Principals." Dissertation Abstracts International 41 (February 1981).
- Coulson, James Williams. "A Study of the Effect of the Principal's Behavior on Classroom Teaching Innovations." Dissertation Abstracts International 38 (March 1978).
- Cross, Ray. "What Makes an Effective Principal." Principal 49 (March 1981): 19-22.
- Dempsey, Charles Nathan. "Patterns of Effective and Ineffective Behavior of Elementary School Principals as Perceived by a Selected Group of Classroom Teachers in Virginia." Dissertation Abstracts International 36 (March 1975).
- Edmonds, Ronald. "Effective Schools for the Urban Poor." Educational Leadership 37 (October 1979): 15-17.
- Farley, R. David. "Principal Effectiveness: It's No Mystery." Principal 62 (September 1982): 48.
- Goodlad, John I. "Can Our Schools Get Better?" Phi Delta Kappan 60 (January 1979): 342-347.

- Graham, William Harold. "The Relationship Between Student Achievement and Principals' Time-On-Task in Instructional Leadership Roles." Dissertation Abstracts International 42 (June 1982).
- Hoy, Wayne K., and Miskel, Cecil G. Educational Administration: Theory, Research, and Practice. New York: Random House, Inc., 1978.
- Johnson, Helen Marie Watt. "Do Principals Make A Difference? The Relationship Between Principal-Related Variables and Student Outcomes in IGE Schools." Dissertation Abstracts International 38 (July 1978).
- Jones, Ella Jane. "A Study of Student Attitude and Achievement Related to Attendance and the Principal's Leadership Behaviors." Dissertation Abstracts International 41 (January 1981).
- Klopf, Gordon J.; Scheldon, Ethel; and Brennan, Kevin. "The Essentials of Effectiveness: A Job Description for Principals." Principal 61 (March 1982): 35-38.
- Lewis, Laird William. "Relationship Between Principals' Leadership Style and Achievement Scores of Third Grade Students from Low-Income Families." Dissertation Abstracts International 42 (January 1983).
- Little, Judith W. "The Effective Principal." American Education 18 (August-September 1982): 38-42.
- Manassee, A. Lorri. "Effective Principals: Effective at What?" Principal 61 (March 1982): 10-13.
- Mize, Rita Saufenberg. "The Effects of Principal Behavior on Teacher Performance in High-Achieving Schools." Dissertation Abstracts International 40 (September 1980).
- McClinton, Thomas John. "Correlation Between Principal Leader Styles and Student Performance." Dissertation Abstracts International 40 (June 1980).
- Natemeyer, Walter E. Classics of Organizational Behavior. Oak Park, Illinois: Moore Publishing Company, Inc., 1978.
- Nicholson, Everett W., and Tracy, Sandra J. "Principal's Influence on Teacher's Attitude and Implementation of Curricular Change." Education 103 (Fall 1982): 68-72.



Otto, Henry J., and Sanders, David C. Elementary School Organization and Administration. New York: Meredith Publishing Company, 1964.

Senigaur, Edward. "The Teacher's Perception of the Principal's Leadership Behavior and Faculty Morale: Their Impact on Student Achievement." Dissertation Abstracts International 41 (April 1981).

Shoemaker, Joan, and Fraser, Hugh W. "What Principals Can Do: Some Implications from Studies of Effective Schooling." Phi Delta Kappan 63 (November 1981): 178-183.

Strother, Deborah B. "The Many Roles of the Effective Principal." Phi Delta Kappan 65 (December 1983): 291-294.